DOCUMENT RESUME

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TITLE	Career Opportunities Program.
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ABSTRACT

The Career Opportunity Program (COP) selected trainees from a group of low-income, Model neighborhood people generally conceded to be high-risk college material in order to provide an example of the "multiple entry routes" to the teaching profession. The program provided models for the following areas: a) the consortium approach to teacher education, b) Maine's first community-centered and field-based training program, and c) clarification of the concept of differentiated staffing for the State Department of Education's reexamination of certification requirements for paraprofessionals. The program was designed to help 700-800 inner-city children by reducing the adult-to-child ratio in the classroom. The trainees benefit through the provision of a preservice, work-study program which allows them to become fully certified elementary teachers. Another benefit is the change in the method of training teachers from the more traditional on-campus configuration of course work to an alternate performance-oriented, competency-based program model. (Author/JA)

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Case Study

The Career Opportunity Program began in Lewiston, Maine in 1970 with an administrative staff of three and a trainee group of 26 selected from 133 applicants. Operating within a budget of 200,000 a year the program will, in June of 1974, have completed the following original objectives.

1. Selected 26 COP trainees from a group of low-income, Model neighborhood people generally conceded to be high-risk college material, providing an example of the "multiple entry routes" approach to gaining access to the teaching profession.

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2. Provided a model for the consortium approach to teacher education. Institutions involved are University of Maine at Farmington, Maine State Dept. of Education and the Lewiston School Department.

3. Modeled Maine's first community-centered and field-based training program.

4. Served to clarify the concept of differentiated staffing for the State Departments reexamination of certification requirements for paraprofessionals through the Career Lattice concept build into COP.

5. Graduated in May, 1972 six of the original 26 trainees from a four year college program leading to a teaching certificate issued by the State Department of Education. This year will graduate the 17 remaining trainees on schedule.

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6. Reduced the pupil-teacher ratio in many model-city classrooms positively affecting the learning outcomes of 700-800 Lewiston children.

7. Provided a model for the college to examine in its shift from a traditional teacher training program to a field-based program.

8. Instituted a continuous dialogue among community people, school full-time teaching staff, and local school administration concerning the training of COP participants and the on-going and final evaluation of the program. As a result of this dialogue, there has been parity of decision-making concerning the direction and nature of COP.

9. Conducted a series of workshops for training teachers, trainees, university personnel, and COP staff in human relations and communications designed to emphasize the affective rather than just the cognitive aspects of teacher education.

Now in its final year of operation, the Career Opportunity Program has created a task force which has been charged with creating an evaluation proposal for COP. Such an evaluation will meet the requirements of the federal government as well as the needs of the University, the State Department, and the community to know which of the changes resulting from the program can be adapted and institutionalized.

Summary of Program

The Lewiston Career Opportunities Program provides an alternate route to teacher education through the provision of a work/study program designed to place trainees in direct contact with pupils and the teaching/learning process throughout their four years of preparation. Working under the direction of supervising teachers for a minimum of 20 hours weekly, COP trainees progress through a Career Lattice from Trainee I, Trainee II, Teacher Assistant and Teacher Intern with each step requiring increased knowledge and responsibility. This phase of the program brings trainees into classroom contact with more than 800 pupils daily and serves to greatly reduce the teacher/pupil ratio in inner-city classrooms.

In the training phase of the program trainees earn 30 plus credit hours per year in college programs at the University of Maine at Farmington. Trainees are encouraged to progress as rapidly as their talent and energy will allow: thus, six trainees completed the four-year requirements for graduation and certification by the close of the third operational year. The remaining 17 trainees will graduate in June, 1974.

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Career Opportunities Program

Institution (complete name): University of Maine at Farmington

President: Einar A. Olsen

Campus Public Information Officer: Donald Waterhouse

Faculty Member Responsible for Program: Sandra Johnson

Title of the Faculty Member: Coordinator

Signature: Sandra E Johnson

Title: Coordinator Date: November 20, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

The Career Opportunity Program is an alternate method of teacher education sponsored by a consortium of agencies including the Lewiston School Department, the Maine State Department of Education and the University of Maine at Farmington. After selecting 26 trainees from 133 applicants on the basis of model city residency, low income, and good health, in 1970 the COP program was launched in Lewiston. It was designed to serve the needs of 700-800 inner

city children by reducing the adult to child ratio in the classroom, by providing a pre-service work-study program for adult inner city residents who will eventually become fully certified elementary teachers in the Lewiston elementary schools, and by changing methods of training teachers from the more traditional on-campus configuration of coursework to an alternate performance oriented competency based program model.

Inservice workshops, credit loads of up to 40 hours a year, and practicum credit for approximately 2600 hours of contact time with children have resulted in early graduation in August of 1973 of 6 COP trainees who are now working in Lewiston as fully certified professionals as well as, projected on-target graduation from U.M.F. for 17 COP trainees in June, 1974.